External Evaluation and Review Report

Skills Active Te Mahi Ako Limited

Date of report: 13 March 2025

About Skills Active Te Mahi Ako Limited

Skills Active Te Mahi Ako provides work-based learning across sectors within te ahumahi ā-rēhia: active recreation, leisure and entertainment. This ensures workplaces throughout the country gain qualified personnel without loss in productivity.

Type of organisation:	Private training establishment (PTE)
Location:	14 Sages Lane, Te Aro, Wellington
Eligible to enrol international students:	Yes
Number of students:	Domestic: 2024 (until 21 June 2024): 2141 students; Māori 373 students (17 per cent), Pasifika 137 students (6 per cent), students with a disability 95 (4 per cent), students with low prior achievement 809 (38 per cent)
	2023: 6438 students (1215 equivalent full-time students); Māori 1073 students (17 per cent), Pasifika 372 students (6 per cent), students with a disability 133 (2 per cent), students with low prior achievement 2125 (33 per cent)
	International: 2024 and 2023 – nil equivalent full-time students. Some students in 2024 (20) are from overseas and are working in New Zealand – these are non-domestic enrolments but are on working holiday visas.
Number of staff:	38 full-time, six part-time, 420 registered assessors (work-based and contracted)
TEO profile:	[Skills Active Te Mahi Ako](#) provider page on the NZQA website
	Skills Active Te Mahi Ako transitioned from an industry training organisation to a PTE in October 2022. Te Mahi Ako transitioned its existing clients, students and apprentices by continuing to deliver legacy programmes while

	implementing a new organisational structure, systems and student support.
Last EER outcome:	This is the first EER for this PTE.
Scope of evaluation:	Focus area 1: Programmes in the Aquatics sector. To include:

- LCP (Pool Lifeguard Practising Certificate) (incl PLSA) (L3)

- NZC[1] in Aquatics (L3) with strands in: Pool Lifeguard (includes PLSA and PLPC) Swim and Water Safety Teacher, and Aqua fitness Instructor [ID: 128632]

- NZC in Aquatic Treatment Systems (L4) [ID: 127746]

- NZA in Aquatics (Senior Pool Lifeguard) (L4) [ID: 127734]. Includes: NZC in Aquatics (L3), and NZC in Aquatics (Senior Pool Lifeguard) (L4)

- NZA in Aquatics (Specialised Swim and Water Safety Teacher) (L4) with strands in: Early Childhood Swimmers; Adult Swimmers; Adaptive Aquatics; and Stroke Mechanics [ID: 127730] includes: NZC in Aquatics (SWST) (L3), and NZC in Aquatics (SSWST) (L4)

- NZA in Aquatics (Specialised Swim and Water Safety Teacher) (L4) with strands in Early Childhood Swimmers, Adult Swimmers, Adaptive Aquatics, and Stroke Mechanics [ID: 127730]

Focus Area 2: Programmes in the Exercise sector. To include:

- NZC in SELO (Sport, Exercise and Leisure Operations) (L3) - Exercise Foundations [ID: 127759]

- NZC in Exercise (L4)

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[1] Key to abbreviations: NZC: New Zealand Certificate, NZA: New Zealand Apprenticeship, L#: Level (number)

- NZC in Freestyle Group Exercise (L4) [ID: 127755]

- NZC in Exercise (L5) [ID:127769]

- NZC in Pre-choreographed Group Exercise (L3) [ID: 127750]

- NZA in Multi-skilled Exercise Instructor (Freestyle) (L4) [ID: 127735] Includes: NZC in Freestyle Group Exercise (L4), NZC in Exercise (L4), and a Group Training module

Focus area 3: Mātauranga Māori sector (includes the NZC in Ngā Taonga Tākaro (L3) [ID: 127768] programme[2]) and embedding of Mātauranga Māori within the organisation.

Focus area 4: Pastoral and learning support of students

MoE number:	7018
NZQA reference:	C58167
Dates of EER visit:	24-27 September 2024

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[2] Ngā Taonga Takaro are traditional Māori sports, games and recreational activities.

Summary of results

Te Mahi Ako regularly collates and analyses students' variable achievement data to inform centralised management decision-making. Close relationships with stakeholders and regular meetings with the students enables Te Mahi Ako to provide valued outcomes and meet emerging needs. Robust strategic planning and regularly engaging with multiple sources of data informs central management about progress towards becoming a PTE and developing comprehensive systems and processes. Te Mahi Ako's continued in-depth collation and analysis of data at programme level should support programme review by sector and/or programme management.

Confident in educational performance

- Students show strong credit achievement, although this does not translate to strong programme completions, which are much weaker in some areas. To support effective change, sector/programme management needs to further investigate the reasons for high attrition and the length of time students take to complete their studies. Management has begun to review and analyse programmes, but not across all sectors, and nor is it consistent.

Confident in capability in self-assessment

- Māori and disabled students mainly achieve at parity. However, Pasifika student achievement is decreasing. Te Mahi Ako is planning to support the greater participation and completion of Pasifika students.

- Te Mahi Ako management and stakeholder committees collect and regularly engage with achievement data to inform organisational-level decision-making. Greater disaggregation of available data and increased use by sector/programme management teams may support greater understanding of data.

- Te Mahi Ako maintains strong collegial relationships with all stakeholders to ensure the relevancy, currency and applicability of the training's valued outcomes. Multiple sources of feedback and communication inform programme development, but targeted self-assessment could support further understanding.

- Robust moderation assures that assessment is valid. The PTE continues to gather data around programme design, delivery and review for analysis, to aid greater understanding and inform self-assessment.

- Te Mahi Ako has clear processes to ensure students are well informed about their study, they understand the commitment required, and their needs are responded to appropriately. Regular review of available data and information on student support needs and progress informs strategic decisions and planning. A more focussed review by support services regarding the effectiveness of their processes and student-related trends will strengthen future reviews.

- Te Mahi Ako spent over a year transitioning the organisation and clients to a PTE. Adoption of measurable strategic actions, and effective use of comprehensive data and information sources is supporting senior management to make informed decisions. Action on those decisions and the provision of sufficient resources to manage design and delivery at programme level is a work in progress.

- Te Mahi Ako monitors and manages its compliance accountabilities with clear understanding and regular tracking and reporting. Policies and procedures are reviewed and updated regularly to ensure they remain legal, ethical and inclusive.

Key evaluation question findings[3]

1.1 How well do students achieve?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	All students undertaking training with Te Mahi Ako are working in a te ahumahi ā-rēhia sector (active recreation, leisure and entertainment). Students who have workplace mentors[4] are supported in the immediate application of the skills and knowledge they have gained through interaction with the learning workbooks provided by Te Mahi Ako.

For 2023, students achieved about 68 per cent of the credits undertaken, and 46 per cent of the students completed their programme or qualification (with half of these students completing within the funded duration).[5] Sixteen per cent of students withdrew without completing, which requires further investigation.

Moderation validates these achievement results. Te Mahi Ako analyses achievement regularly which contributes to management decisions. However, the PTE needs to further analyse their disaggregated data, particularly around the high percentage of students who are over-duration in their training. Dashboard data is available, but consistent use of this information was not evident at most of the sector/programme levels to inform programme review.

Te Mahi Ako has disaggregated achievement data for priority student groups, but has compared the results with all students rather than with non-priority group |

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[3] The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

[4] Not all students interviewed had workplace mentors. Quarterly engagement with regional and national learning advisers, student support services, and reading their workbooks are the support options provided for these students. The effects of this on student progression, completion and retention are still to be understood.

[5] See Appendix 1 for 2023 and 2024 achievement data for all Te Mahi Ako programmes and for each focus area sector.

	students. Without this information, it is difficult to understand how priority students are achieving in comparison. The available data indicates that Māori and disabled students are achieving at parity with respect to credit completions, and are also an equal component of withdrawals and students who are on hold. Pasifika students, however, are not at parity, and the difference overall is increasing. This issue is recognised by Te Mahi Ako, and targeted interventions to date have had a positive effect on credit completion by Pasifika students.
	The reasons for withdrawal are captured and analysed, but with Te Mahi Ako addressing issues within their control to affect. Greater disaggregation of data will contribute to a better understanding of achievement overall and support further self-assessment. This should include data related to priority student groups and students who are over-duration.
Conclusion:	Students achieve credits but, overall, there is a significant drop in the number then completing qualifications. Significant withdrawals and students who are over-duration for completion, and the lower Pasifika achievement rates all require further understanding to support the initiatives currently in place. More available data and analysis at sector/programme level could guide review of the programme and valued outcomes.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	All Te Mahi Ako students work or volunteer in facilities that support active leisure and recreation in New Zealand. Students undertake programmes and qualifications that provide improved knowledge and skills, and the confidence to ensure the safety and wellbeing of families and communities. Gaining qualifications may also lead to higher-level roles in existing employment. Current students and graduates attest to their growth in confidence and communication skills.

	Te Mahi Ako undertakes comprehensive student surveys throughout their study, as well as graduate surveys to inform the organisation about the students' application of their skills and knowledge in the workplace. Each sector team maintains strong relationships with workplaces and industry. These teams' use of the captured end-user opinion around the graduates' use of their skills and knowledge could be strengthened to support further understanding for programme review purposes.

All survey and communication information is captured, providing evidence that this information has contributed to changes to programmes and developments that meet the emerging needs of respective community groups (such as the exercise-related youth programmes in the community). Use of this data to support increased retention and completions is unconvincing.

Te Mahi Ako joined the Whakamana programme to support communities in the Cyclone Gabriel-affected regions and overhauled the Mātauranga Māori programme offerings. This has created greater connections to Māori and Pasifika community groups. This informs the PTE's growth in supporting Māori and Pasifika students.

Te Mahi Ako recently created advisory groups (kahui umanga) for each sector. These bring together the voices from industry, community, Te Mahi Ako staff and students to ensure the PTE can make changes to ensure programmes and support continue to be relevant and current. |
| Conclusion: | Te Mahi Ako maintains strong collegial relationships with all of their stakeholders to ensure the relevancy, currency and applicability of the training's valued outcomes. Multiple sources of feedback and communication effectively inform programme development and understanding of value. |

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Te Mahi Ako has ongoing relationships with industry and peak bodies, supported primarily by the PTE's regional and national learning advisors. These relationships ensure Te Mahi Ako understands the relevance of its programmes to current practice. This has also informed organisational review and some programme development and change. It is also beginning to support innovation in the form of new programmes that respond to emerging needs in the relevant communities.
	Te Mahi Ako aims to support ongoing programme review at sector or programme management level through reporting on annual programme evaluations (trialled in the exercise sector for 2024). This should enable programme managers and staff within each sector to contribute to the design, delivery and review of programmes. The effectiveness of this mechanism of review is still emergent, as evidenced by the limitations in knowledge about achievement, progress and support held at the programme management level.
	Te Mahi Ako also supports programme review through the recent development of the kahui umanga and ākonga success komitis, and the academic committee. These groups garner input from all of their key stakeholders to ensure engagement is ongoing.
	Te Mahi Ako students do not undertake block or regular classroom-based learning. Students receive training and assessment resources and material at the commencement of their study and learn wholly online. Where students have mentors, they are supported within the workplace in the appropriate application of skills and knowledge. Otherwise, students work it out for themselves, wait for their regular contact with their regional and/or national learning advisor, or ask for support. Te Mahi Ako has not been monitoring the availability of mentors and/or verifiers and any resulting impacts on learning. The PTE is aware of the

	issue and is creating a new facilitator role alongside training for their verifiers.
	Te Mahi Ako has, and aims to continue to gain a better understanding of the effect to date of the different learning experiences via surveys and ongoing follow-up. This could include aspects such as why a large number of students are taking longer to complete their programmes than planned for.
	Though timetabled at the beginning of each student's study, assessment generally occurs when a student is ready to be assessed. Theory-based assignments are submitted either online through the learning management system or by mail. Marking turnaround and feedback times varied, with some marking being significantly overdue, affecting the students' progress. Senior management now regularly monitors overdue assessments, and efforts to rectify delays (such as new performance standards for assessors) are in place. A positive impact on assessment practice is occurring.
	Assessment of practical capability is often ongoing and naturally occurring. This requires verifiers within each workplace to capture and verify the relevant details for later marking by the assessors. During the 2023 quality assurance visit by Toi Mai Workforce Development Council, it was noted that insufficient guidance and training of verifiers had occurred, which undermined the validity of the assessment. Te Mahi Ako addressed this matter through designing and providing current and incoming verifiers with training modules, as well as training incoming and current assessors on how to manage and work with the verifiers. Toi Mai's 2024 quality assurance visit approved of the response.
	Regular internal moderation led by the PTE's quality assurance team, and positive external moderation assures that assessment is valid and consistent. Any findings or recommendations are reported to governance and management and used in programme and staff development.
Conclusion:	Strong, regular interaction with all stakeholders through a variety of means supports the relevancy and currency of the programmes. Regular moderation assures that assessment is valid. A number of initiatives have

	commenced relating to programme design, delivery and review. Further analysis of data across the whole organisation may strengthen current self-assessment.

1.4 How effectively are students supported and involved in their learning?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Students undertake certification and qualifications with Te Mahi Ako to enable them to undertake various roles in their workplaces. The impact of their work and home lives on their study, as well as their goals, are captured when the assigned regional learning advisor enrols each student. This includes a full information pack and a learning engagement plan completed in a face-to-face meeting. A learning timetable/timeline is created at this meeting and monitored through regular catch-ups. Notes from each meeting are captured in the student management system.
	Te Mahi Ako has just completed designing, and has begun rolling out individual learning and assessment plans. At the start of these plans, each student assesses their holistic wellbeing against the Te Whare Tapa Wha framework. This process highlights any needs or extenuating circumstances that may affect their learning. Support needs are notified to the learner support team who work individually with those students as need dictates. External specialised services are also available to support the students. Initial feedback from students indicates high levels of satisfaction with the support plans and services available.
	As the learning engagement plan is now part of the individual learning and assessment plan document, any emerging needs will be brought to the support team for follow-up. This support information is held in a separate system to information on the learning engagement plan, for confidentiality purposes. Te Mahi Ako is working to rebuild the student management system to remedy this. An in-depth review of this planning document is underway but not completed due to its 'newness'.
	The information drawn from regular staff meetings and reporting, stakeholder interactions, feedback and the

	support team's activity has informed the PTE's Code of Practice[6] self-review, the disability action plan, the Pasifika action plan and the Māori strategy. Measurable actions are being completed. Te Mahi Ako has some understanding of the initial impact of its processes. However, the PTE still needs to complete (but has committed to) a review of the support mechanisms as well as the trends seen in the individual student success plans and learning engagement plans around student study and support needs.
Conclusion:	Te Mahi Ako has begun to use clear processes to ensure students are well informed about their study, their commitment is understood, and their needs responded to appropriately. Regular review of available data and information is informing strategic decisions and planning. The PTE is committed to reviewing the effectiveness of its support processes and student-related trends to strengthen future reviews.

1.5 How effective are governance and management in supporting educational achievement?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	As Te Mahi Ako is a Māori-owned organisation, governance and management show a strong commitment to Te Tiriti. Te Mahi Ako underpins all activity with the Māori uara (values) of tika, pono and aroha, and has adopted te ao Māori concepts throughout Te Mahi Ako's practice, thinking and material. A comprehensive Māori strategy provides a pathway that supports staff in their own personal journeys, which they attest to being a real commitment and not just 'lip-service'. This strategy also supports the organisation's move to embed kaupapa throughout their policies and procedures.

Te Mahi Ako established systems and processes to support the organisation's transition to a PTE operation without undue effect for clients and students. The purpose and direction of the organisation is clearly embedded in |

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[6] The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	daily operations and continues to support change and development. The PTE reviews achievement data and student feedback and makes changes to reflect the findings and also encapsulate Māori kaupapa.

Te Mahi Ako has a measurable action plan that tracks their progress against the comprehensive strategic plan. The PTE reports regularly to governance on strategic activity and uses data effectively to inform senior management activity and organisation-level decision-making. The dissemination and use of that knowledge by middle and programme-level leadership is beginning but is a work in progress.

Te Mahi Ako is very aware of a number of changes occurring externally to their operation that could have an effect on their viability. These changes include the current move to restructure Te Pukenga, its business units and the workforce development councils. Governance provides support and guidance as Te Mahi Ako works to maintain business continuity and sustainability.

The establishment of a PTE from an industry training organisation led to the creation of programme management teams tasked with programme review, design and development, and oversight of learning advisors. This has resulted in a significant amount of work being done by one or two persons per sector, with some support from other teams. Te Mahi Ako is aware of this and has committed to ensuring greater capability per sector and to support the final move towards becoming a PTE delivering financially viable training. The plan to create a facilitator role should support this commitment.

All staff employed are well qualified and experienced in their fields. Assessors undertake extensive training to complete unit standard 30421 to become registered assessors and ensure consistency of practice irrespective of workplace or location. Appropriate professional development is arranged in line with the findings from feedback, moderation and appraisals. Group professional development supports the staff to bond and collaborate. |
| Conclusion: | Te Mahi Ako spent a year or more transitioning the organisation and clients from a training arrangement focus, where clients were the centre, to student-focussed training delivery. Adoption of measurable strategic action, |

	both business and Māori, and progress towards effective use of data and information sources is supporting management to make informed decisions. Monitoring and managing staff workloads, and the dissemination of decision-making and sufficient resources to manage design and delivery at programme level is a work in progress.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Because the students are studying to augment their workplace knowledge and skills, this requires Te Mahi Ako to operate using comprehensive policies and procedures. These policies and procedures have regular review to ensure they remain current with legislation and community and industry expectations. Embedding of Māori tikanga and kaupapa into policies attempts to ensure the inclusivity of this guidance. All staff have been and are supported to engage with the students in a shared online space. Training and information documentation and the website are also maintained regularly to ensure up-to-date practice and information is provided to all stakeholders. Te Mahi Ako has a clear understanding of its compliance accountabilities. General managers are tasked with monitoring and managing particular accountabilities related to their areas of oversight. Regular meetings incorporating the quality solutions team are used to track activity against each accountability. Reporting to the board ensures Te Mahi Ako is meeting these commitments effectively. The annual review of the Code of Practice and timely submission of Code attestations is a example of this. Currently Te Mahi Ako deals with complaints via an email tracking method. A more formal system of capture for analysis is planned as the rebuilding of the student management system progresses.

Final	As all students are working in the areas of leisure, recreation and exercise, training agreements with their employers are needed to ensure their rights, health and safety are maintained and supported by both Te Mahi Ako and employers. Additional to these, NZQA has approved sub-contracts with a number of organisations that have been lodged with NZQA. Regular review is occurring and have helped address some issues (such as verification) that have arisen.
Conclusion:	Te Mahi Ako monitors and manages its compliance accountabilities well. Policies and procedures are reviewed regularly and updated to ensure they remain legal, ethical and inclusive.

Focus areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Programmes in the Aquatics sector

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Programmes in the aquatics sector provide required certifications that keep people and communities safe while enjoying recreation around and in the water. All programmes in this sector have remained well patronised as a result. This is reflected in the strong course and programme completions. Priority student group students are on par with other students for course completions, but Pasifika students and students with a disability are not as successful at completing the programmes. Though an understanding of withdrawal data may occur at an organisational level, programme management does not have an understanding of or use this information convincingly for review purposes. In some areas of the sector (for example aquafitness) there is a paucity of mentors. Te Mahi Ako to date has covered this gap through regular contact with the assigned regional learning advisor. The PTE may wish to consider alternative delivery modes to further support the affected students. It was noted by NZQA that the sector's programme manager and national learning advisor are not located within the academic committee or a leadership team. Te Mahi Ako may wish to reconsider this structural arrangement. Programmes within this sector are being delivered as approved, as evidenced by the timelines for study developed in the learner engagement plan agreed to between the regional learning advisor and students. The reason why a number of students are over-duration in their study contracts needs to be addressed, as this will be significant for programme review.
Conclusion:	Aquatic sector students are achieving, and there is strong value in the outcomes of the training. Sector management

	is ensuring the programmes remain current and relevant, students are supported appropriately, and compliance accountabilities are met. Stronger understanding and use of data to address on-hold/over-duration students and any training delivery or student support gaps will strengthen performance.

2.2 Programmes in the Exercise sector

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Te Mahi Ako has strong relationships with a range of small and large exercise-focussed organisations within which a significant number of their students are employed. Traditionally, achievement within these organisations has been strong. However, this declined as Te Mahi Ako has transitioned and new systems and processes were implemented.

Significant withdrawals have occurred, in part due to a lack of assessors. Notable among those students who have withdrawn are the higher numbers of Māori and Pasifika students. It is unclear whether the issues affecting achievement have been analysed, despite Te Mahi Ako having completed annual programme reports for 2023 in this sector. These pilots have, however, identified areas for future action.

Te Mahi Ako is aware of the causal effects of the downturn in this sector and is working alongside industry to address emerging needs. The effectiveness of changes made to date are still to be determined, although Te Mahi Ako states that they believe the changes implemented to date have seen significant improvements in rapport and reciprocity between Te Mahi Ako and exercise organisations. There are several new NZQA-approved sub-contracting agreements in place. The PTE recognises the importance of the sector and is addressing the identified performance issues. |
| Conclusion: | Programme content is relevant, linked to industry standards, and useful to multiple users, which allows for pathway progression. As with the other sectors, the exercise sector has strong relationships that can be used |

| | to support change and the meeting of emerging needs. However, the significant attrition, unmatched assessor support and other support were notable gaps for a significant-sized student body. This impact on achievement and assessment has been recognised and there are plans for improvement. |

2.3 The Mātauranga Māori sector and embedding within the organisation

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	At a sector level, there has been great change and upheaval with the loss of assessors and programme development staff after the transition to a PTE. As a new programme manager and national learning advisor were not recruited for a while, the kaihautu and kaitohutohu[7] maintained the programmes and staff in this area alongside their organisational work. This enabled continued strong relationships with communities and iwi and responsive programme delivery to occur as needed. However, there was a marked negative effect on student completion, marking and moderation.

Growing iwi connections and innovative programme design, started by the kaihautu and kaitohutohu, have continued to strengthen through the highly experienced and knowledgeable programme management staff that are now recruited.

Iwi bodies and community groups and workplaces see excellent value in having culturally aware and capable people. Students attest to learning new skills and knowledge applicable to their workplace, and gaining greater confidence in their identity as Māori or working comfortably with Māori.

The students enjoy their learning (despite it challenging them) and many attest to it opening up further |

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[7] The kaihautu role provides guidance, expertise and strategic input into leadership decision-making, strategic planning and policies and procedures. The kaitohutohu role supports all staff to embed Māori mātauranga, tikanga and reo throughout their practice and engagement with students and clients.

opportunities in the workplace. Such feedback and collaboration with all stakeholders have been used effectively by management (both programme and organisational) to really understand the programmes that are needed and are of value (called Project Phoenix). This has resulted in a number of programmes being no longer offered and the re-development of another based on feedback and guidance. This sector is using micro-credentials to create smaller, more manageable chunks of learning and a pathway to a larger qualification. The planned annual programme reviews should support further developments.

Overall completions have remained high despite a small reduction in 2024. A large percentage of students have remained on hold or active (having not completed in their funded period) which has supported a static withdrawal rate. However, the PTE was unable to explain the reasons for the large number of students who were on hold/over-duration or withdrawn. Also of interest is that Māori students were not achieving as well as Pasifika and students with a disability. Te Mahi Ako did not seem to know why this was so. The planned annual programme reviews should support increased programme-level understanding.

A paucity of mentors across all regions is leading this sector to consider alternative delivery methods. Some success with a wānanga-type option trialled during community-based training provides insights to support these developments. The long waits for marking of assessment experienced by some students has been addressed in the training of new assessors. Likewise, the large number of negative (agreed with changes and not accepted) moderation results from internal moderation suggests a need for targeted professional development of assessors and programme staff.

At an organisational level, Te Mahi Ako has a kaihautu role in senior management to guide the embedding of Māori values, kaupapa and tikanga within practice and procedures. The position of kaitohutohu supports the growth of cultural competency throughout the organisation. Together they ensure competency workshops are widely available. There are also increased numbers of Māori staff at all levels of the organisation,

| | including a Māori support advisor in the support team. Such increases are also supporting greater culturally responsive curriculum enhancements to be considered.

Anecdotal feedback indicates that Māori and Pasifika students appreciate the presence of Māori staff and actively use the Māori support advisor when needing support. The PTE has also contracted with a Māori counselling service which is available for staff and students. |
|---|---|
| Conclusion: | Despite significant upheaval within the Mātauranga Māori sector, gaps and issues have been recognised and have been responded to. Greater availability of information for programme management staff and the planned annual programme review may support policies for students not completing in time or withdrawing.

An organisational openness and inclusion of Māori staff to guide growth toward being culturally inclusive has enabled deliberate, informed decisions to be made and culturally appropriate support made available to all. |

2.4 Pastoral and learning support of students

Performance:	**Good**
Self-assessment:	**Good**

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Skills Active Te Mahi Ako Limited:

- Further develop programme-level and overall PTE understanding of achievement and the value of data. Ensure effective and consistent use of this data to support review practices at all levels of the PTE.

- Further develop programme review processes, particularly at the sector/programme level, to support programme management and teams to review their programmes annually.

- Review the sustainability of role workloads and sufficiency of coverage, in line with developing expectations around programme-level management and training delivery.

- Review the effectiveness of support services and support planning to ensure support needs are being identified and responded to.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1

Table 1. Overall (all programmes) achievement data and comparison 2023-24

Student group	Total student numbers 2023	% of total enrolments that withdrew in 2023	% active, on hold or completed as at 1 Jan 2024	Credit completion EPI as at 1 Jan 2024	Total student numbers 2024	% of total enrolments that withdrew in 2024	% active, on hold or completed as at 26 Sep 2024	Credit completion EPI as at 26 Sep 2024 and (Sep 2023)
All enrolments	6438	16.22%	83.78%	68.09%	4984	15.55%	84%	55.9% (54% 2023)
Māori	1073	15.75%	84.25%	73.84%	779	15.40%	84.6%	57.4% (56% 2023)
Pasifika	372	18.01%	81.99%	64.55%	256	21.88%	78.12%	55.5% (48% 2023)
Disabled	133	15.04%	84.96%	73.72%	220	7.73%	92.27%	73.3% (68% 2023)
LPA*	2271	14.40%	85.60%	75.11%	1803	12.37%	87.7%	62.44%

*Low prior achievement

Source: Data drawn for SDR reporting from kairangi (student management system)

Table 2. Aquatics (all programmes) achievement data and comparison 2023-24

Student group	Total student numbers 2023	% of total enrolments that withdrew in 2023	% active, on hold or completed as at 1 Jan 2024	Credit completion EPI as at 1 Jan 2024	Total student numbers 2024	% of total enrolments that withdrew in 2024	% active, on hold or completed as at 26 Sep 2024	Credit Completion EPI as at 26 Sep 2024
All enrolments	3347	15.95%	84.05%	84.84%	2145	18.88%	81.12%	80.60%
Māori	626	14.54%	85.46%	107.75%	378	17.46%	82.54%	95.20%
Pasifika	192	20.83%	79.17%	80.93%	116	25.86%	74.14%	70.60%
Disabled	97	17.53%	82.47%	82.77%	98	14.29%	85.71%	106.50%
LPA*	1461	12.39%	87.61%	98.26%	975	14.15%	85.85%	83.90%

*Low prior achievement

Source: Data drawn for SDR reporting from kairangi (student management system)

Final

Table 3. Exercise (all programmes) achievement data and comparison 2023-24

Student group	Total student numbers 2023	% of total enrolments that withdrew in 2023	% active, on hold or completed as at 1 Jan 2024	Credit completion EPI as at 1 Jan 2024	Total student numbers 2024	% of total enrolments that withdrew in 2024	% active, on hold or completed as at 26 Sep 2024	Credit completion EPI as at 26 Sep 2024
All enrolments	791	18.46%	81.54%	35.05%	746	15.82%	84.18%	39.60%
Māori	148	19.59%	80.41%	33.70%	138	22.46%	77.54%	29.40%
Pasifika	74	18.92%	81.08%	30.71%	59	37.29%	62.71%	47.40%
Disabled	12	0.00%	100.00%	68.53%	18	0.00%	100%	66.30%
LPA*	232	18.97%	81.03%	37.21%	214	15.42%	84.58%	46.70%

*Low prior achievement

Source: Data drawn for SDR reporting from kairangi (student management system)

Table 4. Mātauranga Māori (all programmes) achievement data and comparison 2023-24

Student group	Total student numbers 2023	% of total enrolments that withdrew in 2023	% active, on hold or completed as at 1 Jan 2024	Credit completion EPI as at 1 Jan 2024	Total student numbers 2024	% of total enrolments that withdrew in 2024	% active, on hold or completed as at 26 Sep 2024	Credit completion EPI as at 26 Sep 2024
All enrolments	90	30.00%	70.00%	85.64%	30	16.67%	83.33%	8.70%
Māori	38	31.58%	68.42%	51.08%	25	8.00%	92%	10.50%
Pasifika	8	25.00%	75.00%	42.32%	5	20.00%	80%	40.10%
Disabled	3	33.33%	66.67%	54.36%	2	50.00%	50%	0.00%
LPA*	31	32.26%	67.74%	66.06%	17	17.65%	82.35%	0.00

*Low prior achievement

Source: Data drawn for SDR reporting from kairangi (student management system)

Final

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud[8]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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[8] NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

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Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*

- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/, while information about the conduct and methodology for external evaluation and review can be found at https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/.

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NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz